



COLORADO

Department of Education

Gifted Education 5 Year Comprehensive Program Plan (CPP)

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The **Comprehensive Program Plan** (CPP) is a written description of the policies and procedures by which an administrative unit (AU) identifies and programs for gifted student education. The development of an AU's Comprehensive Program Plan (CPP) meets requirements to identify and serve gifted students and their families as established in Exceptional Children's Educational Act (ECEA) statute and criteria established by Rules promulgated by the State Board of Education and any criteria for accreditation (22-20-104.5).

The CPP describes the AU's implementation of key requirements outlined in ECEA Rules. This plan is informed by the AU's self-evaluation, stakeholder input and gifted student data. The plan template is located in the Data Management System (DMS). Completed plans are transparent documents, accessible to stakeholders on the Colorado Department of Education Office of Gifted Education website.

Directions:

Write the administrative unit's description of how it implements each element of the Comprehensive Program Plan and how the AU plans to improve or enhance each element as appropriate. Address all key requirements as they are described in the Rules in your response.



<p align="center">Exceptional Children’s Education Act Program Element</p>	<p align="center">Please describe how the element is currently implemented in the AU. Address every article of law in each element.</p>	<p>If the AU plans to shift practices over the next five years, use the following to explain:</p> <ul style="list-style-type: none"> ● Describe the specific action steps (activities, strategies) the AU will take ● Identify the data, policies and procedures, and/or research that supports the specific steps that were selected ● Identify who is responsible for implementing these actions steps ● Provide a timeline for implementation with specific benchmarks and dates ● Identify the measures used to assess the success of the proposed action
<p>Procedures for Parent, Family, and Student Engagement 12.02(2)(a) 12.02(2)(a)(i) The program plan shall describe how the AU implements parent, family, and student engagement and communication with regard to gifted education programs that include, but are not limited to: how parents are informed about access to identification procedures; ways to educate parents and families about giftedness or parenting gifted students; information about involvement and progress reporting; what programming options are available to match student strengths and challenges; information about concurrent enrollment; how to be involved in college and career planning; primary languages in the AU, and ways parents and families may participate in the school community.</p> <p>12.02(2)(a)(ii) In multi-district AUs and BOCES, methods of engagement and communication may vary based upon individual district procedures, but each district must have a plan for parent, family, and student communication and engagement.</p>	<p>12.02(2)(a)(i) Identification processes are outlined on the APS Gifted and Talented website. Brochures are available at schools in the district's top 7 languages that address identification in academic and talent areas. Information is also posted on an APS Gifted and Talented parent Facebook page. Monthly meetings are held for parents of gifted students. Communication is through School Messenger and email. Topics are chosen through parent interest surveys at the end of each meeting. National experts present to parents on topics, such as executive function and gifted intensities. An annual Family Resource Fair is held to connect community partners with extended learning opportunities. Programming opportunities are outlined for parents during the ALP update meeting, which they attend in person or virtually. Progress monitoring of ALPs is discussed quarterly during parent conferences, or as needed. Information regarding gifted identification and programming is shared at regularly scheduled principal meetings, which information is then shared with parents. Information is disseminated through the Chief Academic Officer weekly newsletter to APS staff that is then shared with families through school leaders.</p>	
<p>Definition of “Gifted Student” 12.02(2)(b) 12.02(2)(b) The program plan shall include a written definition that is the same as or substantially similar to the definition of “gifted student” specified in section 12.01(16) of these Rules. This definition shall serve as the basis for the implementation of all other program plan elements described below.</p>	<p>12.02(2)(b) Gifted children means those persons between the ages of four and twenty-one whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Gifted and talented children are hereafter referred to as gifted students.</p>	
<p>Identification Procedures 12.02(2)(c) The program plan shall describe the assessment process used by the AU for identifying students who meet the definition specified in section 12.01(16) and for identifying the educational needs of gifted students. The assessment process shall recognize a student’s exceptional abilities or potential, interests, and needs in order to guide student instruction and individualized planning and programming. In traditionally underrepresented student groups and visual/music/performing arts student groups or talent pools, identification may require the collection of student information over time, using additional</p>	<p>12.02(2)(c)(i) APS implemented a two year pilot of local norms in twenty P-8 schools. A dramatic shift toward equity was evidenced in both years for minority, ELL, FRL, and 2e students. Beginning 2016-2017 Advisory Boards in each of the talent domains piloted processes year one and implementation of identification in year two. The juried process of portfolios and performance assessments resulted in</p>	

<p>data points from a response to intervention approach, or additional assessment. The AU identification procedures shall include, but need not be limited to:</p> <p>12.02(2)(c)(i) A method(s) to ensure equal and equitable access for all students. The program plan shall describe the efforts that the AU will make to identify gifted students from all populations, including preschool (if applicable) through twelfth grade students, minority students, economically diverse students, culturally diverse students, students with limited English proficiency and children with disabilities;</p> <p>12.02(2)(c)(ii) Referral procedures that seek referrals from a variety of sources, and screening procedures used for conducting identification assessment. Every AU is strongly encouraged to include optional universal screening in identification procedures;</p> <p>12.02(2)(c)(iii) A time line of no more than 30 school days after a referral to determine whether a student will continue with formal identification assessment, or will receive talent pool designation;</p> <p>12.02(2)(c)(iv) Implementation of assessments that align with the purpose of identifying exceptionality in the categories of giftedness, and in traditionally underrepresented populations. The AU may choose local assessment tools from the Department’s chart of common and varied assessment tools used in identification;</p> <p>12.02(2)(c)(v) Collection of data for a body of evidence that includes, but is not limited to: assessment results from multiple sources and multiple types of data (i.e. qualitative and quantitative data about achievement, cognitive ability, performance, parent and teacher input, motivation and observations of gifted characteristics/behaviors). The body of evidence contains data to identify the strength area defined in the definition of gifted children and determine appropriate programming services. These same categories are used in data collection and for developing the ALP;</p> <p>12.02(2)(c)(vi) A review team procedure; and that includes at least one person trained or endorsed in gifted identification and programming;</p> <p>12.02(2)(c)(vii) A review team procedure for determining identification or a talent pool designation from a body of evidence and for developing individualized ALPs for identified students. When only cognitive ability assessment data meets criteria in a body of evidence, the review team may determine that the student is identified with general or specific intellectual ability. This identification meets the condition of portability.</p> <p>12.02(2)(c)(viii) A determination letter for parents and school files describing the decision of the review team, and area(s) of giftedness if the student is found to have exceptional abilities; and</p> <p>12.02(2)(c)(ix) A communication procedure by which parents are made aware of the identification assessment process for their student, understand the results of the determination, and engage in the development and review of the student’s ALP.</p>	<p>more equitable identification, with less under/over representation than academic areas. Gifted students are being identified in all talent areas.</p> <p>12.02(2)(c)(ii) GT Leaders seek out referrals from parents, teachers, students, and sometimes the community on a semiannual or annual basis. Upon referral, permission to test forms go out to parents that are accompanied by survey requests to parents, teachers, and the student as part of a collection of a body of evidence. Student work and assessment data gathered by the teacher is included. All students in second and seventh grades receive the universal screen annually in the fall.</p> <p>12.02(2)(c)(iii) Identification meetings are organized by the GT Leader in the school to determine whether or not to move forward with a gifted or talent pool identification no later than 30 days after receipt of a referral.</p> <p>12.02(2)(c)(iv) APS uses a variety of assessments to identify students that include CogAT, TTCT, portfolio review, performance assessments, DAS, MAP, and iReady diagnostics.</p> <p>12.02(2)(c)(v) In addition to the assessments listed above, the body of evidence used to identify includes a parent survey, teacher survey, student survey, a culturally sensitive traits and behaviors matrix, and student work. This data, in concert with dialogue among the teacher, student, and parents, determines the academic goals in the student's area of strength.</p> <p>12.02(2)(c)(vi) A rigorous synchronous and asynchronous 15 hour course is required of all school GT Leaders. The course assessments include two multiple choice (identification, ALPs) and one final reflection.</p> <p>12.02(2)(c)(vii) Procedures for identification are clearly outlined in the training mentioned above, and the videos and materials from this training, along with district support and ongoing PD, are available throughout the year for review. When the only qualifying piece of evidence is a CogAT score, the student is identified in "General Intellect."</p> <p>12.02(2)(c)(viii) Once the review team has made a decision, a letter goes out to parents explaining the designation and assessment scores that were reviewed to make the determination.</p>	
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<p>Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool 12.02(2)(d) 12.02(2)(d)(i) For each category of giftedness defined in 12.01(16), criteria for exceptional ability means: 95 percentile or above on a standardized nationally normed test or observation tool, or a rating on a performance assessment that indicates exceptionality/distinguished compared to age mates.</p> <p>12.02(2)(d)(ii) Not meeting criteria on a single assessment tool shall not prevent further data collection or consideration for identification, if other indicators suggest exceptional potential as observed in a body of evidence.</p> <p>12.02(2)(d)(iii) Criteria for screening assessments is a score range less than the 95 percentile ranking or results on observation/performance assessment tools as determined by the AU to determine referrals, further data collection and observation, and/or formation of student talent pools.</p>	<p>12.02(2)(d)(i) APS defines criteria for giftedness as a CogAT score in the 95th percentile and above. The local pilot included students in the top five percent of their school in reading and math as being exceptional compared to peers. Talent pool criteria are 80th to 94th percentile on a CogAT. The pilot included the top five percent of the school's grade level in reading and math as a talent pool or high potential.</p> <p>12.02(2)(d)(ii) When a student CogAT score is just below 95th percentile and all other indicators are exceptional compared to peers, that student is identified as gifted.</p> <p>12.02(2)(d)(iii) The top ten percent of the scores of all second and seventh grade students who take the universal screen are then given the full CogAT to determine possible gifted identification.</p>	
<p>Identification Portability 12.02(2)(e) Identification portability shall be based upon AU implementation of statewide identification procedures required in Section 12.02(2)(c) and use of criteria set for exceptionality in Section 12.02(2)(d) and determination of a student's identification in one or more of the categories of giftedness as described in the state definition of gifted children in Section 12.01(16). Administrative units shall implement procedures for statewide portability of identification that include, but may not be limited to:</p> <p>12.02(2)(e)(i) A requirement that the sending school/district transfer the body of evidence for identification and the ALP with student records when the student moves from one district to another;</p> <p>12.02(2)(e)(ii) Review of the transferred student's ALP within 45 school days of start date to determine programming options and services that serve the identified area(s) according to the district and community resources of the receiving district;</p> <p>12.02(2)(e)(iii) If the receiving district finds the body of evidence to be incomplete, the receiving district shall consult with, as practical, the former district, parents, and student and re-evaluate the identification determination; and.</p> <p>12.02(2)(e)(iv) Communication to parents within 60 school days of start date about how the new district will meet the needs outlined in the student's ALP</p>	<p>12.02(2)(e)(i) The body of evidence used to identify a student as gifted is housed in the student's CUM folder and is also documented in Infinite Campus.</p> <p>12.02(2)(e)(ii) When an APS school enrolls a new gifted student, the school requests a copy of the ALP from the former school or district when the ALP is not found in the transferred CUM file, in order to determine programming for the student within 45 days of enrollment.</p> <p>12.02(2)(e)(iii) If the body of evidence for an incoming gifted student is insufficient to determine programming, additional information is sought from the parents. If the data is still insufficient, the identification process will begin.</p> <p>12.02(2)(e)(iv) Schools determine incoming gifted student needs and programming within 60 days and communicate this to parents.</p>	
<p>Advanced Learning Plan Content 12.02(2)(f) The AU shall develop an ALP for every gifted student according to the student's determined area(s) of giftedness, interests, and instructional and affective needs. The ALP shall be considered in educational planning toward post-secondary readiness outcomes and decision-making concerning subsequent programming for that student and be used in the articulation/transition process, preschool (if applicable) through grade 12. At the high school level ALPs may blend with the student's individualized</p>	<p>12.02(2)(f)(i) A student profile is populated in IC when an ALP is started. This information is augmented by current student interests and learning style in the body of the ALP and is in compliance with confidentiality guidelines. Emerging areas of strength are explored during the annual ALP update conference in the fall.</p>	

<p>career and academic plan (ICAP) if all content of the ALP are inclusive in the ICAP which includes achievement and affective goals. The ALP content shall include, but not be limited to:</p> <p>12.02(2)(f)(i) A student profile described in a body of evidence. This profile shall be subject to the AU’s student records confidentiality guidelines. The local AU determines periodic updates of the student profile, especially in terms of interests, and/or demonstration of previously unidentified strengths;</p> <p>12.02(2)(f)(ii) A working-document section of the ALP. This portion of the ALP records annual measurable, attainable achievement and affective goals and progress. Achievement goals are standards-based statements in strength area(s). Additional achievement goals may be needed to address documented achievement gaps or career interest. Affective goals reflect development of personal, social, communication, leadership, and/or cultural competency;</p> <p>12.02(2)(f)(iii) Description or delineation of supplemental curriculum, activities, specific programs or coursework, specific strategies, and/or extended or expanded learning opportunities available in the AU that match a student’s strength area(s) and support the goals;</p> <p>12.02(2)(f)(iv) Progress reports that align with the AU’s or member district’s schedule for parent-reporting and/or conferences about student progress. Adjustments to goals and programming options may occur during any progress reporting period;</p> <p>12.02(2)(f)(v) Personnel involved in ALP development, and in progress report meetings or conferences, including, but not limited to classroom teacher(s), student, parents, gifted education staff or staff with training in gifted education identification and programming, and support staff as appropriate.</p>	<p>12.02(2)(f)(ii) ALPs include a minimum of both one academic (in each area of content strength) and one affective SMART goal that are Standards based (including gifted Standards). Goals are progress monitored at least quarterly and specify time period and assessment for determining attainment. Career exploration and goals are recorded in a section designated for that purpose. Affective goals often focus on CASEL competencies and executive functioning skills.</p> <p>12.02(2)(f)(iii) ALP goals are accompanied by outlined, specific instructional strategies, extensions, and enrichment, and teacher and student (and often parent) actions that will support goal attainment in the student’s area of strength.</p> <p>12.02(2)(f)(iv) ALPs are progress monitored quarterly to align with parent conferences. ALPs are presented to parents and students as living documents that may be adjusted when needed.</p> <p>12.02(2)(f)(v) Parents, teachers, and students are invited to ALP meetings. In addition, other support staff, such as special education teachers, are invited when appropriate. The annual, in-depth training in gifted identification and ALP development is required of all school GT Leaders who are responsible for organizing and attending identification and ALP meetings. District Gifted and Talented staff attend these meetings as well, when support is needed.</p>	
<p>ALP Procedures and Responsibilities 12.02(2)(g)</p> <p>12.02(2)(g)(ii) Personnel assigned with the responsibility for development and monitoring. At minimum the student’s parents and classroom teachers should be familiar with and support ALP goals, and/or write ALP measurable goals according to local procedures. Gifted education resource personnel may assist in the writing of goals, but may not be the sole custodian of the ALP. Goals are written and aligned with classroom tiered instruction and expanded learning opportunities for supplemental or intensive programming;</p> <p>12.02(2)(g)(iii) A method to develop student awareness and active participation in the ALP process;</p> <p>12.02(2)(g)(iv) A process for management of ALPs within the cumulative file system including a procedure for transferring ALPs between grade levels, school levels, and districts. It is highly encouraged that ALPs are written by those working with the gifted student and that the ALP is an ongoing plan for coursework, tiered instruction, and increasing performance in the student’s area of strength. ALP goals should be written or reviewed for current relevancy to teachers and students at the beginning of the school year;</p> <p>12.02(2)(g)(v) An ALP progress reporting timeline. The review of progress integrates with ongoing conference or reporting periods of the district. It is highly encouraged that ALPs be student-led at the secondary level; and</p>	<p>12.02(2)(g)(ii) Each school has one or more GT Leaders who are responsible for organizing ALP development meetings to which the student, classroom or content teachers, parents, and others are invited. ALP goals are then created collaboratively. Schools are encouraged to choose GT Leaders who sit on school Instructional Leadership Teams with a knowledge of tiered and extended opportunities, so they may be a resource in goal development.</p> <p>12.02(2)(g)(iii) Students are the primary driver of goal development (as they are able) through questioning and discussions in ALP meetings and parent conferences. Teachers, parents, GT Leaders, and others are a resource and support to ensure that goals are meaningful and attainable and to give them context and make them actionable.</p> <p>12.02(2)(g)(iv) Copies of ALPs are housed in student CUM files that are then transferred between grade levels, new schools, and other districts. ALPs are written collaboratively by those who work closely with</p>	

<p>12.02(2)(g)(vi) A system to show evidence of parent engagement and input in ALP development and in the review of progress. Evidence may include, but is not limited to: signature, electronic signature or checkbox of involvement, checklist, or other assurance supporting the student’s growth. If after 3 documented attempts to contact the parents for signature, no parental signature is obtained, school personnel shall continue with ALP implementation and continue to engage parents in the process.</p>	<p>the student, typically the classroom or content teacher. That classroom or content teacher is then responsible for progress monitoring the ALP goal and reporting to parents during conferences. ALPs are updated at least annually in the fall.</p> <p>12.02(2)(g)(v) Progress monitoring of ALP goals aligns with grade reports and parent conferences, although progress monitoring may happen more frequently when needed. Students are the drivers behind goal development, especially at the secondary level.</p> <p>12.02(2)(g)(vi) Those who are invited and those who attend ALP meetings are recorded in IC, along with dates and descriptions of topics, i.e. "development of academic and affectives goals." Parents who are unable to attend either in person or virtually are sent home a survey form that solicits their input into the ALP. Parents are given two copies of the ALP after goals are written, one to keep and one to sign and return, with the understanding that it is a living document and may be revised as needed. If parents don't return the signed ALP copy after three attempts to obtain it, the ALP goals move ahead as outlined.</p>	
<p>Programming 12.02(2)(h) 12.02(2)(h)(i) The program plan shall describe the programming components, options, and strategies that will be implemented by the AU and schools to appropriately address the educational needs of gifted students. Programming shall match the academic strengths and interests of the gifted student. Other educational or affective needs shall be addressed according to the individual student’s profile. Programming components, options, and strategies shall include, but need not be limited to:</p> <p>12.02(2)(h)(i)(A) Alignment of the gifted student’s assessment data and ALP goals to programming options in the areas of giftedness;</p> <p>12.02(2)(h)(i)(B) Structures or type of delivery by which gifted students are served at the different school levels (e.g., the general classroom, resource location, small instructional group, and/or pullout for direct and extended instruction aligned to strength area);</p> <p>12.02(2)(h)(i)(C) Support in differentiated instruction and methods (e.g., acceleration, cluster grouping and higher order thinking skills);</p> <p>12.02(2)(h)(i)(D) Affective and guidance support systems (e.g., social skills training, early college and career planning);</p> <p>12.02(2)(h)(i)(E) Diverse content options provided for gifted students in their areas of strength (e.g., mentorship, Socratic seminars, advanced math, honors courses);</p> <p>12.02(2)(h)(i)(F) The means by which articulation for preschool (if applicable) through grade 12 is planned and implemented;</p> <p>12.02(2)(h)(i)(G) Pre-collegiate and/or pre-advanced placement support;</p> <p>12.02(2)(h)(i)(H) ALP development and reviews conducted through the collaborative efforts of the teacher(s), other school personnel (as needed), parents and the student (as appropriate);</p>	<p>12.02(2)(h)(i) Ongoing professional development opportunities are offered to school staff, which include differentiation strategies at all grade levels and equity in gifted education. Resources that support gifted students' needs and are informed by ALP goals are identified and developed by school GT Leaders who sit on Instructional Leadership Teams.</p> <p>12.02(2)(h)(i)(A) ALP goals are aligned with and informed by a body of evidence that includes student assessment data.</p> <p>12.02(2)(h)(i)(B) Delivery of gifted programming may include differentiated instruction, cluster grouping, small group instruction, accelerated content or grade, curriculum compacting, and pull out or push in programs that are aligned to students' areas of strength. In addition APS offers tier III instruction to gifted students through Aurora Quest K-8, our gifted magnet school.</p> <p>12.02(2)(h)(i)(C) Differentiated opportunities include content, process, product, and environment. When differentiation is focused on instruction and process, increased critical thinking and rigor are supported by Depth and Complexity and differentiation strategies, such as deeper questions, imposing constraints, explicitly taught thinking skills, and complex problem solving.</p>	

<p>12.02(2)(h)(i)(I) Post-secondary options available to gifted students.</p> <p>12.02(2)(h)(i)(J) Concurrent enrollment opportunities, if indicated by a gifted child’s ALP or ICAP. To be considered in an ALP, the AU shall consider the student’s need for appropriate concurrent enrollment, available options, funding, and requirement for administrative approval.</p> <p>12.02(2)(h)(ii) Students identified with exceptional ability require provisions to develop the areas of strength over time. When underachievement and/or motivational issues are observed behaviors in a gifted student, the ALP team, child study team, or review team shall problem solve in collaboration with the family, the student, and appropriate staff.</p>	<p>12.02(2)(h)(i)(D) Gifted students are supported in classrooms through executive functioning strategies, and social emotional topics that are embedded into content. They may also receive information about gifted intensities and attendant coping strategies. Through digital badging, ICAP, career and college centers, and career fairs, they also explore options for their future college and career.</p> <p>12.02(2)(h)(i)(E) Gifted students are offered honors classes, advanced placement courses, internships, concurrent enrollments, and mentoring.</p> <p>12.02(2)(h)(i)(F) Gifted programming is available to all grade levels in APS from Pre-K through 12th.</p> <p>12.02(2)(h)(i)(G) APS offers gifted students concurrent enrollment, advanced placement classes, and tuition reduction through partnership with CU Global.</p> <p>12.02(2)(h)(i)(H) ALPs are written and updated through a collaborative effort among teachers, parents, and students. Other school staff participate when appropriate.</p> <p>12.02(2)(h)(i)(I) Gifted students may participate in concurrent enrollments and classes at Pickens Technical College.</p> <p>12.02(2)(h)(i)(J) ALP goals include concurrent enrollment options when it is appropriate. Students who fully avail themselves of this opportunity can receive associate degrees at the time of their graduation.</p> <p>12.02(2)(h)(ii) ALP goals are written collaboratively by teachers, students, and parents. Some goals are supported by additional staff, such as counselors, when behaviors and underachievement require problem solving and additional support and expertise.</p>	
<p>Evaluation and Accountability Procedures 12.02(2)(i) The comprehensive program plan shall describe the AU’s procedures for evaluation and accountability including, but not limited to:</p> <p>12.02(2)(i)(i) Unified improvement plan addendum methods by which gifted student performance is monitored and measured for continual learning progress and how such methods align with the state accreditation process (e.g., annual UIP gifted education addendum, multi-district/BOCES summary, intervention progress monitoring data sources, ALP goals, and performance, district, and/or state assessment data). These methods include UIP elements such as annual gifted student performance target(s) and an action plan to meet the target(s) and a timeline to report on progress toward targets;</p>	<p>12.02(2)(i)(i) Embedded within the district UIP are specific disaggregated metrics to support the continuous improvement of gifted students. Metrics for these students include performance of state assessments, scheduling, and college and career success.</p> <p>12.02(2)(i)(ii) Affective growth in gifted students may be monitored in a number of ways that include self assessment rubrics and checklists, frequent checkins with teacher, documentation of small action steps, assigned reading about gifted behaviors and</p>	

<p>12.02(2)(i)(ii) Methods by which student affective growth is monitored and measured for continual development (e.g., rubrics for personal journals and anecdotal data, student surveys, demonstration of self-advocacy, and student career and/or college plans);</p> <p>12.02(2)(i)(iii) Methods for ensuring that gifted student performance (achievement and growth) and reporting are consistent with state accreditation and accountability requirements (i.e., disaggregation of state assessment data for gifted students, identification of discrepancies in the data, goal setting and demonstration of achievement and growth); and</p> <p>12.02(2)(i)(iv) Methods for self-evaluation of the gifted program including a schedule for periodic feedback and review (e.g., review of gifted policy, goals, identification process, programming components, personnel, budget and reporting practices, and the impact of gifted programming on student achievement and progress); and</p> <p>12.02(2)(i)(v) Methods by which parents, educators, and other required persons are informed about the methods described in 12.02(2)(i)(i-iv) above.</p>	<p>challenges, strategies for self advocacy with practice opportunities, and special interest projects.</p> <p>12.02(2)(i)(iii) Through internal reporting and communication, as well as, external documents such as the district UIP, APS creates reports and monitors metrics specific to gifted students. The district’s internal reporting system, Tableau, creates specific reports and monitors metrics related to student enrollment and performance. These reports can be disaggregated by race/ethnicity, school, grade, and many other factors.</p> <p>12.02(2)(i)(iv) Gifted policies and programming are evaluated annually through an end of year report by the district team. This report includes achievement and other data and is reviewed by district leadership for efficacy and revision in April for the following year. Parents and GT Leaders are surveyed during this time period for their input into the report, as well. Communication to parents is through phone (School Messenger) and email. Gifted education is included in the district wide climate survey.</p>	
<p>Personnel 12.02(2)(j)</p> <p>12.02(2)(j)(i) The program plan shall describe the personnel who provide instruction, counseling, coordination and other programming for gifted students. Personnel shall be knowledgeable in the characteristics, differentiated instructional methods and competencies in the special education of gifted students. Qualified personnel with endorsement or an advanced degree in gifted education are preferred in specific programs and classrooms consisting of mainly gifted students. Beginning with the 2010-2011 school year, every AU shall employ or contract with a person who is responsible for:</p> <p>12.02(2)(j)(i)(A) Management of the program plan;</p> <p>12.02(2)(j)(i)(B) Professional development activities, the purposes of which are:</p> <p>12.02(2)(j)(i)(B)(I) To improve and enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction and other supportive services to gifted students; and</p> <p>12.02(2)(j)(i)(B)(II) To increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students.</p> <p>12.02(2)(j)(ii) The AU shall make good faith effort to hire and retain on at least a halftime basis one qualified person to administer and monitor the implementation of the AU’s gifted program.</p> <p>12.02(2)(j)(iii) Administrative units should consider employing sufficient personnel for ALP writing and monitoring, and differentiated instruction for gifted students.</p> <p>12.02(2)(j)(iv) Administrative units should collaborate with universities and colleges for the development of qualified personnel.</p> <p>12.02(2)(j)(v) Personnel responsible for the instruction and learning of gifted students in core academic areas must meet the requirements under federal law for highly qualified teachers.</p>	<p>12.02(2)(j)(i) District gifted education support consists of five staff members, including one coordinator and four teachers on special assignment. The coordinator and one ToSA have a specialist endorsement in gifted education, and two ToSAs have a masters degree in gifted education. This team participates in all state and national gifted conferences (CAGT and NAGC), often as presenters.</p> <p>12.02(2)(j)(i)(A) The coordinator manages the program plan with the support of Gifted and Talented team members and Department of Equity and Learning staff.</p> <p>12.02(2)(j)(i)(B) District gifted education staff provide ongoing professional development to administrators, teachers, and other staff members in a number of areas that include traits and behaviors, identification and ALP procedures, Depth and Complexity, executive functioning, CASEL competencies and SEL, deeper dive questioning and differentiation.</p> <p>12.02(2)(j)(i)(B)(I) The above opportunities are available to all district staff members, including content teachers.</p> <p>12.02(2)(j)(i)(B)(II) APS Gifted and Talented is exploring the possibility of micro-credentialing through a partnership with CU Global, and frequently</p>	

<p>12.02(2)(j)(vi) Paraprofessionals may serve in supportive roles, but may not be the sole instructional provider, nor may such paraprofessionals be funded using state gifted education funds.</p> <p>12.02(2)(j)(vii) The program plan shall also indicate the content of and means by which the AU supports the acquisition and/or improvement of the knowledge and competencies of personnel through appropriate professional development relating to the instruction, programming and counseling for gifted students. (e.g., induction and in-service programs, job-embedded training and coaching, gifted education workshops or institutes and college coursework). Key topics should include, but need not be limited to, gifted characteristics and myths, differentiated instruction, affective needs, counseling, content instructional options and advanced curricular strategies (e.g., higher order thinking strategies).</p>	<p>advocates staff participation in online courses offered through CDE's Office of Gifted Education.</p> <p>12.02(2)(j)(ii) APS employs a full-time gifted education coordinator. The district also employs four full-time Teachers on Special Assignment that constitute the district Gifted and Talented team.</p> <p>12.02(2)(j)(iii) One or more GT Leaders in schools are responsible for testing, identification, and writing ALPs. They receive an annual stipend for this work.</p> <p>12.02(2)(j)(iv) APS partners with CU Global to offer APS staff members reduced tuition.</p> <p>12.02(2)(j)(v) Personnel serving gifted students in core content areas are highly qualified.</p> <p>12.02(2)(j)(vi) Paraprofessionals in APS support gifted students but do not serve in the primary instructional role and are not funded through state gifted funds.</p> <p>12.02(2)(j)(vii) Ongoing professional development is offered to district staff through the following means: induction, Lead and Learn (administrators), Data Driven Instruction days (all staff), and synchronous and asynchronous courses specific to gifted education through Performance Matters. Topics include traits and behaviors, identification and ALP procedures, ECEA, gifted education and equity, Depth and Complexity, programming options for advanced learners, and differentiation strategies for all content and grade levels.</p>	
<p>Budget 12.02(2)(k)</p> <p>12.02(2)(k)(i) The AU shall include in the annual plan a budget for gifted education which reflects the collaborative efforts of the AU and cost of implementing the program elements and the student goals stated in the annual comprehensive program plan. The budget shall detail the funding committed by the AU and funding requested from the Department. Funding committed by the AU shall be an amount determined by the AU to contribute towards the AU's gifted student education program described in the AU's program plan. Funds requested from the Department may be used for:</p> <p>12.02(2)(k)(i)(A) Salaries for appropriately licensed and endorsed personnel primarily serving gifted students (e.g., gifted education directors, coordinators, resource teachers, counselors and teachers of gifted classrooms);</p> <p>12.02(2)(k)(i)(B) Professional development and training relating to gifted education;</p> <p>12.02(2)(k)(i)(C) Programming options and school counseling or affective guidance specific to gifted students and their ALPs ;</p> <p>12.02(2)(k)(i)(D) Materials used in instructional programming for gifted education; and</p> <p>12.02(2)(k)(i)(E) Administrative costs (classified or grant fiscal staff), technology, and equipment necessary for the education of gifted students up to ten percent for any one of these limited</p>	<p>12.02(2)(k)(i) The annual budget for the district's Gifted & Talented program for 20-21 is 496,855.00 before the district midyear budget true-up to account for pay raises & benefits price changes; this amount is equal to 100% of the amount requested by the department.</p> <p>12.02(2)(k)(i)(A) Salary and benefits of gifted education coordinator and appropriately licensed and endorsed staff for gifted education programming are included in the program budget; these costs total approximately 77-80% of the total annual budget.</p> <p>12.02(2)(k)(i)(B) National experts are contracted to present professional learning on a host of topics that include deeper dive questioning and executive functioning. District staff present PD on differentiation in elementary and secondary classrooms, gifted intensities, asynchronous development of gifted</p>	

<p>expenditures, and, not to collectively exceed twenty percent of the total amount requested from the Department.</p> <p>12.02(2)(k)(ii) Administrative units may contract with other AUs to establish and maintain gifted student programs (e.g., art, music, online coursework, and counseling) for the education of gifted children, sharing costs of student programming in accordance with terms of a contract. This action is optional based upon available AU resources, and subject to AU discretion. An AU with less than six children who need a particular program may purchase services from one or more AUs that provide the appropriate gifted education program for individual or groups of gifted students. Gifted education personnel in these AUs shall collaborate on the content and monitoring of such contracts.</p>	<p>children, CASEL competencies, and culturally sensitive traits and behaviors.</p> <p>12.02(2)(k)(i)(C) When ALPs are written, counselors, mental health staff, mentors, or other staff members as is deemed appropriate may be included to support the student’s affective goals.</p> <p>12.02(2)(k)(i)(D) Gifted programming resources for teachers and students are available through the Learning Resources Department. Among these are Depth and Complexity materials, and literature for teachers and students with a focus on academics and SEL.</p> <p>12.02(2)(i)(i)(E) APS typically does not charge Gifted & Talented Indirect or Administrative costs.</p> <p>12.02(2)(k)(ii) Aurora Public Schools does not contract with other AUs to provide gifted programming. Resources are sufficient within the district to address these needs.</p>	
<p>Record Keeping 12.05(1) Financial records shall be kept in accordance with generally accepted principles of governmental accounting. Recommended accounting principles are listed in the Financial Policies and Procedures Handbook.</p> <p>12.05(2) Inventory An inventory shall be maintained of all equipment for which funding was received. These records shall be maintained throughout the useful life of the equipment.</p> <p>12.05(3) Student Education Records The ALP documents shall be part of the student’s cumulative education record.</p> <p>12.05(4) Confidentiality of Student Education Records Individually identifiable records of students referred, assessed, evaluated, and/or served through programming for gifted and talented students in any AU shall be held to be confidential and protected in accordance with applicable federal and state laws and regulations. Student records that are collected and/or stored electronically shall be held to current state law and FERPA regulations governing the protection of personally identifiable information and the privacy interests of students.</p> <p>12.05(5) Maintenance and Destruction of Student Education Records Gifted student education records and ALPs shall be maintained, retained and destroyed consistent with the ongoing system of student record keeping established in the AU, including its member districts or the Charter School Institute for student records, preschool (if applicable) through grade 12.</p>	<p>You may simply check “yes” if you follow these procedures. If you do not, please explain. X <input type="checkbox"/> Yes</p>	
<p>Procedures for Disagreement 12.06 The program plan shall describe procedures for resolving disagreements with parents/guardians, or students in regard to identification, programming, and ALPs. The procedures for resolving disagreements shall include, but need not be limited to: a method for the aggrieved individual to express issues and concerns; a means to discuss disagreements in a timely manner with personnel designated by the district with authority to resolve the disagreement. The procedures shall afford the aggrieved individual notice of the decision giving rise to the dispute and an opportunity to be heard before the decision is implemented. The procedures must be posted for ease of access by stakeholders.</p>	<p>12.06 Procedures for resolving disagreements with parents, guardians, or students are outlined on the Gifted and Talented APS website, and are also included in the results letters that go out to parents regarding identification determinations and ALPs. The procedures include contact and timeline information, and opportunities for the aggrieved to be heard before a decision is made.</p>	

<p>Early Access 12.02(2)(l) If early access is permitted in the AU, an AU shall include in its program plan provisions to identify and serve highly advanced gifted children pursuant to Section 12.08 of these Rules. Constituent schools or districts within the AU shall abide by the requirements established in the program plan.</p>	<p>You may check "no" if your AU does not offer early access.</p> <p><input type="checkbox"/> No, our AU does not offer early access.</p> <p>If your AU does offer early access, please select the box below which applies.</p> <p><input checked="" type="checkbox"/> AU is following all elements of the Early Access plan submitted to the Office of Gifted Education.</p> <p><input type="checkbox"/> AU has modified implementation of element(s) in plan submitted to the Office of Gifted Education. Please explain in column to the right.</p>	
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